



ARIZONA READY EDUCATION COUNCIL

April 9, 2012, 10:00 a.m.

1700 W. Washington

Grand Canyon Conference Room

Phoenix, AZ 85007

AGENDA

The Arizona Ready Education Council (Council) will discuss and may take action on the following matters. Members will attend either in person or by telephone conference call. Public comment will be taken. The public will be allotted three minutes each to address the Council during the Call to the Public section of the agenda.

Meeting Purpose:

- Review, discuss and approve Arizona Ready Report Card
- Hear update on Arizona's plan to implement Common Core Standards and discuss plans for moving forward
- Receive updates from education policymakers
- Receive update on work of taskforces and provide direction to ensure Council is addressing its' goals

Meeting Outcomes:

- Approval of Report Card going "live" and understanding on how to access and utilize.
- Providing input on Arizona's plan and timeline for implementing the Common Core Standards with fidelity
- Understanding key initiatives of education policymakers that align with the work of the Arizona Ready Education Council
- Providing direction and guidance to taskforces

Vision: By 2020, Arizona will be home to the best students and the best schools in the nation.

Mission: To monitor progress towards Arizona's rigorous education goals and determine if reform strategies are improving student learning, and to ensure the fidelity of implementation of Arizona Ready.

Goals:

- Increase the percentage of third graders meeting state reading standards to 94% in 2020 from 70% in 2010;
- Increase the percentage of eighth graders achieving at or above basic on the National Assessment of Education Programs (NAEP) to 85% in 2020 from 67% in math and 68% in reading in 2010;
- Raise the high school graduation rate to 93% in 2020 from 73% in 2010; and
- Double the number of students receiving baccalaureate degrees to 36,000 per year.

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| 1. Call to Order, Welcome & Introductions | Dr. Craig Barrett |
| 2. Approval of Meeting Minutes <ul style="list-style-type: none">• March 1, 2012 | Dr. Craig Barrett |
| 3. Review & Discussion: Arizona Ready Report Card <ul style="list-style-type: none">• Update and next steps | Kerry McConnell |
| 4. Review & Discussion: Implementation of the Arizona Common Core Standards <ul style="list-style-type: none">• Implementation & Race to the Top III• Implementation & the Az Charter School Association• Implementation Leadership• Future Ready Project | PARCC Leadership Team

Peter Laing
Dr. Ildiko Laczko-Kerr
Vince Yanez
Debra Raeder-Gay |
| 5. Reports & Updates <ul style="list-style-type: none">• Arizona Department of Education• State Board of Education• Arizona Board of Regents• Arizona Community College Presidents' Council | Supt. John Huppenthal
Jaime Molera
Dr. Tom Anderes
Dr. Michael Kearns |
| 6. Review & Discussion: Council Taskforces & Reports <ul style="list-style-type: none">• Graduation/Drop-out Prevention• K-20 Education Funding• Additional Taskforce(s) | Merl Waschler
Dr. Craig Barrett
Debra Raeder-Gay |
| 7. Council Comments & Next steps <ul style="list-style-type: none">• Re-address previous agenda items• Request future agenda items• Provide direction to staff | Council Members |
| 8. Call to the Public | Dr. Craig Barrett |
| 9. Adjourn | Dr. Craig Barrett |

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OUR FUTURE.

Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 1.

Subject: Call to Order
Welcome & Introductions

Submitted by: Debra Raeder-Gay
Associate Director
Governor's Office of Education Innovation

----- Background Information -----

Dr. Craig Barrett will call the meeting to order, welcome guests, and provide a brief overview of the meeting.

Purpose of meeting is to:

- Review and discuss Arizona Ready Report Card
- Hear update on Arizona's plan to implement Common Core Standards and discuss plans for moving forward
- Receive updates from education policymakers
- Receive update on work of taskforces to ensure Council is addressing its' goals

Meeting outcomes include:

- Understanding on how to access and utilized the Arizona Ready Report Card
- Providing continued direction on Arizona's plan and timeline for implementing the Common Core Standards with fidelity
- Understanding key initiatives of education policymakers that align with the work of the Arizona Ready Education Council
- Providing direction and guidance to taskforces

Council Action

Requested: Information only. No Council action required.

Attachments: None.



Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 2.

Subject: Approval of March 1, 2012 Council Minutes

Submitted by: Debra Raeder-Gay
Associate Director
Governor's Office of Education Innovation

----- Background Information -----

The minutes from the Arizona Ready Education Council's regular meeting held on March 1, 2012 are submitted for Council review.

Purpose of this agenda item is to approve the minutes of the March 1, 2012 meeting.

Council Action

Requested: Approve Council Minutes of March 1, 2012

Attachments: Unofficial Minutes of March 1, 2012

GOVERNOR'S ARIZONA READY EDUCATION COUNCIL
MINUTES
General Meeting –March 1, 2012
10:00 A.M.

Location: 1700 W. Washington
Governor's 2nd Floor Conference Room
Phoenix, AZ

Members Present: Dr. Craig Barrett, Superintendent John Huppenthal, Dr. Tom Anderes, Tim Carter, Senator Rich Crandall, Pearl Esau, Representative Tom Forese, Dr. Michael Kearns (telephonic), Jake Logan, Amanda McAdams, Diane McCarthy, Nancy Meech, Jaime Molera, Colleen Niccum, Merl Waschler, and Dr. Jim Zaharis

Members Absent: Seth Balogh, Don Cardon, Representative Doris Goodale, and Onnie Shekerjian

Staff Present: Rebecca Gau, Debra Raeder-Gay, and Kerry McConnell

1. Call to Order, Welcome, Introductions, and Objectives

Dr. Craig Barrett called the meeting to order at 10:00 a.m. and welcomed Council members and guests. Dr. Barrett indicated that purpose of the meeting is to:

- Receive updates from education policy boards – effort to ensure our work is not solely K-12 and to ensure we are linking and aligning our efforts for education reform along the P-20 continuum
- Hear from Achieve and receive recommendations regarding Arizona's plan to implement the Common Core Standards and discuss challenges, barriers, and plans for moving forward
- Review and discuss the indicators and data elements of the Arizona Ready Report Card and give approval, and
- Receive update on work of two new taskforces

Meeting outcomes include:

- Understanding key initiatives of education policy boards aligned with or supporting the work of the Arizona Ready Education Council, identify barriers or challenges in aligning these initiatives, and determine if additional information is needed by the Council.
- Understanding Arizona's plan and timeline for implementing the Common Core Standards with fidelity and determine if we can benefit from further technical assistance from Achieve as we work to address the challenges and barriers that may be hindering our progress
- Approving the indicators and data elements of the Arizona Ready Report Card
- Providing direction and guidance to the Council taskforces as they proceed with their work

Dr. Barrett advised the audience that "Request to Speak" forms are located at the back of the room. Anyone wishing to address the Council during the Call to the Public portion of the agenda needs to fill out one of these forms and get to Debra.

2. Approval of Council Minutes

Debra Raeder-Gay noted a correction to the spelling of Seth Balogh's name in the minutes. With this correction, Superintendent John Huppenthal moved approval of the January 26, 2012 Council meeting minutes as presented. Jake Logan seconded and the motion passed unanimously.

3. Reports & Updates:

- **Arizona Department of Education**

Superintendent Huppenthal welcomed Mike Cohen, Executive Director of Achieve, and thanked Dr. Barrett for his assistance in bringing Mr. Cohen to Arizona. Superintendent Huppenthal noted that he had spent four days visiting schools on the Navajo Reservation and that his visits fractured his pre-conceived opinions; that he found pockets of world class education taking place; and that there are still enormous challenges. His goal is to spend one day a week in the field. The Superintendent also expressed concern regarding consensus around the successful roll-out of the new academic standards as well as performance pay in education and that the Council must play a role in garnering this consensus.

- **State Board of Education**

Jaime Molera, President of the State Board of Education, briefly reviewed the Board's 2012 Policy Agenda, which includes: (1) Strengthening AzLEARNs in order to provide the Board the authority to intervene more quickly in our lowest performing schools; (2) Providing the Board with additional options to address schools in financial distress through the use of receivers and fiscal crisis teams; (3) Ensuring the Board has the necessary resources to process cases of immoral/unprofessional conduct in a timely manner by establishing at least two additional investigators to help mitigate caseload concerns - the Board will also explore options to restructure its Professional Practices Advisory Committee so that it has the capacity to effectively conduct the additional hearings that be will be necessary; and (4) Providing schools that have a history of performing at the highest levels with greater hiring flexibility. Mr. Molera stated that he appreciated the education reform leadership of Governor Brewer, Superintendent Huppenthal, Senator Crandall and Representative Goodale, and that the Board is working to building on this leadership.

- **Arizona Board of Regents**

Dr. Tom Anderes, President of the Arizona Board of Regents (ABOR), provided a review of the Arizona Higher Education Enterprise Plan. Dr. Anderes reviewed data on where Arizona currently stands in degree production and the target Arizona needs to reach to become and remain economically competitive. Dr. Anderes also reviewed the status of the various initiatives of the Plan. Dr. Anderes stated that the Plan provides for further enhancement of collaboration with K-12 in order to ensure more students leave high school prepared for postsecondary education. This includes the participation of university faculty in the development of the

PARCC Assessment, strengthening involvement of faculty, admission officers and colleges of education in the awareness and implementation of the Common Core Standards, as well as his involvement with the PARCC leadership team.

- **Arizona Community College Presidents' Council**

Dr. Michael Kearns indicated that the Arizona Community Colleges Long-Term Strategic Visions has been provided to the Council members. The importance of this document is that the community college system is not guided by a state board and that the 10 public community college districts voluntarily came together through the Arizona Community College Presidents' Council to develop and ultimately obtain approval by all 10 boards of this Plan. Dr. Kearns indicated that this plan is aligned with the goals of K-12 and ABOR's VISION 2020. The three main goals include accessibility, retention and completion. Dr. Kearns also reviewed the written report he had provided to the Council highlighting concerns on funding, support for the Governor's budget to provide funding for Smart Scholarships, and concern about guns on campus. Dr. Kearns engaged in discussion with Council members on immediate need to develop action goals with defining metrics.

4. Review & Discussion: Implementation of the 2010 Arizona State Standards (Common Core)

Mike Cohen, Executive Director of Achieve, provided an overview of the difference of the common core standards as well as the development of the PARCC assessment. Mr. Cohen focused on the importance of implementation of the common core standards, the fundamental shift in the content knowledge and pedagogy teachers need to teach the new standards, and that system policies need to be aligned to support implementation including the reporting and accountability system, summative assessments, K-12 and postsecondary alignment, funding mechanisms and broad communications. Mr. Cohen also provided the Council with a brief overview of an Achieve document that will be publicly released next week at the PARCC Institute entitled: *A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool*. Lesley Muldoon, Achieve staff, provided an overview of what other states are doing in implementing the standards including Kentucky, Massachusetts, New York, New Mexico and Ohio. The Council engaged in discussion with Mr. Cohen and Ms. Muldoon on what Arizona needs to consider as we move forward with implementation including: continued support by Achieve, continued and more intensive involvement of higher education, and development of a strong communications plan. Dr. Barrett provided a summation of the discussion:

- K-12 has to work as a community not independently;
- Need K-12 to work with higher education and other partners to establish expectations and effective training models that involve teachers;
- Need to access and utilize the work other states have already done in this regard (no need to reinvent the wheel);
- Need for the education continuum, business leaders, and policy leaders to develop the political will to stay the course.

5. Review & Discussion: Council Taskforce Reports

- **Graduation/Dropout Prevention Taskforce**

Merl Waschler, Chair of the Graduation/Dropout Prevention Taskforce, reported on the first meeting of the taskforce on February 21, 2012. The taskforce discussed goals and expectations, graduation and dropout rate data, and heard presentations on Career and Technical Education and STEM. Mr. Waschler indicated that the taskforce will focus on developing short- and long-term recommendations, will develop an inventory of best practices, and utilize the Arizona Report Card metrics to support and guide progress of this work. The taskforce was directed to bring back recommendations for the Council review as soon as possible.

- **K-20 Education Funding Taskforce**

Dr. Craig Barrett, Chair of the K-20 Funding Taskforce, reported on the first meeting of the taskforce on February 27, 2012. The taskforce heard presentations on the “101” of K-12, community college and university funding, as well as presentations on current funding initiatives/proposals. Dr. Barrett indicated that the Taskforce prioritized its work as follows:

- Immediate need to focus on K-12 funding
 - Build understanding of the magnitude of the current problems/disparity in K-12 Funding
 - Build understanding of what will be required of a funding system to drive education reform(s)
- Provide support to community colleges to develop funding recommendations
- Further analyze university performance funding proposal

Dr. Barrett indicated that it was paramount for the Taskforce to bring recommendations as rapidly as possible.

6. Review & Discussion: Arizona Ready Report Card

Kerry McConnell, Governor’s Office of Education Innovation staff, reviewed the survey results and presented information on proposed changes to the metrics established in six areas for the Arizona Ready Report Card. Ms. McConnell noted that if members did not see their suggested metrics it is because data are not available. Discussion included:

- Pre-Kindergarten; no comment to the recommended current and proposed metrics;
- Elementary School – suggested that the proposed metric include breakdown of full/half day/no kindergarten programs. Also requested that a “projection” link be included;
- Junior High School – suggested that the metric include a way to sample students for their “vision”;
- High School – suggested that proposed metric needs to include a broader range on percent of CTE completers enrolled in post-secondary education or employed within 1 year;
- Post-Secondary – no comment to the recommended current or proposed metrics; and
- Workforce – metrics were cross-walked with ACA; suggestion to include the percentage of workforce with “excellent” jobs.

The goal is to finalize the Report Card and go live in April. Following discussion, Dr. Jim Zaharis moved adoption of the metrics as presented with the discussed changes. Merl Waschler seconded and the motion passed unanimously.

7. Council Comments & Next Steps

Dr. Barrett suggested that, to be considerate of the time, that the Council holds discussion on the need for additional taskforces to the next meeting. Dr. Barrett suggested and the Council was in consensus that the next agenda include:

- Update and further discussion on the work to implement the Common Core Standards;
- Update on the Report Card;
- Updates from the current Taskforces and discussion on establishing new taskforces

8. Call to the Public

Chair Barrett made a call to the public. There were no requests to address the Council.

9. Adjourn

Chair Barrett thanked everyone for their attendance and participation in today's meeting and advised that the next meeting of the Council would be **April 9th at 10:00 a.m.**

With no further business before the Council, Colleen Niccum motioned to adjourn the meeting. The motion was seconded by Dr. Jim Zaharis and unanimously approved. The meeting was adjourned at 12:10pm.



Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 3.

Subject: Review & Discussion: Arizona Ready Report Card

Submitted by: Kerry McConnell
Project Manager
Governor's Office of Education Innovation

----- Background Information -----

Kerry McConnell, Project Manager for the Governor's Office of Education Innovation, will present the Arizona Ready Report Card for the Council review and approval. The Report Card provides for specific measurable goals and accountability for all stakeholders involved in education in Arizona. The goals for the six sub-areas of education, pre-kindergarten through post-secondary and the workforce, have been created based upon the Race to the Top grant application and recommendations from the Council.

The purpose of this agenda item is to:

- Review the Report Card and participate in a demonstration on how to access and review the information
- Approve the Report Card to go "live" for public access

Questions to consider:

- As the Report Card is activated, can the metrics be changed if deemed necessary? How?
- How will the Report Card be updated?
- What is the role of Council members in publicizing the Report Card?

This is an action agenda item.

Council Action

Requested: Approve the Arizona Ready Report Card to go "live" for public access.

Attachments: None



Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 4.

Subject: Review & Update: Implementation of the Arizona Common Core Standards

Submitted by: Debra Raeder-Gay
Associate Director
Governor's Office of Education Innovation

----- Background Information -----

At the March 1st Council meeting, Council members engaged in discussion with Mike Cohen, Executive Director of Achieve, on what Arizona needs to consider as we move forward with implementation of the Common Core Standards including: continued support by Achieve; a clear, transparent, and collaborative implementation plan; continued and more intensive involvement of higher education; access to and utilization of the work other states have already done; and development of a strong communications plan.

The purpose of this agenda item is to:

- Through a collaborative presentation, utilizing recommendations from Achieve, an update of current work/next steps for implementing the Common Core Standards with fidelity will be provided:
 - Peter Laing will provide an update on Race to the Top III and work with the Regional Centers
 - Dr. Ildiko Laczko-Kerr will report on the role of the Arizona Charter School Association in implementing the Standards
 - Vince Yanez will report on the current role of the PARCC Leadership Team and its request that the Council assume responsibility of coordinating the statewide efforts to effectively implement the Common Core State Standards and the PARCC assessments.
 - Debra Raeder-Gay will provide an update on the Achieve Future Ready Project

Questions to consider:

- What challenges or barriers currently exist for implementing the Arizona Common Core Standards?
- Are we currently on target for implementing the standards?
- What is needed to accelerate the implementation plan?
- What will be the role of the taskforce?

This is an action agenda item.

Council Action

Requested: Determine further action required by the Council.
Motion to establish a Common Core Standards Implementation Taskforce

Attachments: Education Reform Plan - Coordination
Information sheet on Achieve *the future ready project*

MEMORANDUM

TO: MEMBERS, "ARIZONA READY" EDUCATION COUNCIL
FROM: ARIZONA PARCC LEADERSHIP TEAM
SUBJECT: EDUCATION REFORM PLAN - COORDINATION
DATE: APRIL 5, 2012

The pillars Arizona's Education Reform Plan are the new higher expectations established by the adoption of the 2010 Academic Standards (Common Core) and Arizona's commitment to enact new 21st century assessments through the Partnership for Assessment of Readiness for College and Careers (PARCC). These foundational reforms will have a profound impact on nearly every other ongoing education initiative, including Arizona's school accountability system, teacher/principal evaluations, Move on When Reading, teacher preparation requirements, high stakes graduation testing, and ultimately the overall preparedness of our graduates to succeed in college and careers.

To help guide the overall implementation of the new standards and assessments Arizona has established a team comprised of leaders from key state agencies and stakeholder groups. Membership includes representation from the Governor's Office, Board of Regents, State Board of Education, Department of Education, State Board for Charter Schools, LEAs, higher education, county school offices, and the business community. During the past several months this team has met regularly to advance a variety of initiatives, all of which center on the successful rollout of the new standards and assessments.

At its most recent meeting the leadership team reached a consensus recommendation regarding how to best position Arizona to most effectively implement the new standards and assessments. This recommendation calls for a single convener that can coordinate the work of the various stakeholders and hold each stakeholder accountable for their respective responsibilities. The leadership team believes the Arizona Ready Education Council should serve in this capacity.

In part, Governor Brewer's Executive Order establishing the Arizona Ready Education Council states that the Council "*shall provide a forum for coordination and articulation of state-wide educational goals developed in the Arizona Education Reform Plan.*" Therefore, the PARCC Leadership Team respectfully requests that the Council assume the responsibility of coordinating the statewide efforts to effectively implement the Common Core State Standards, the PARCC assessments, and those additional initiatives consistent with the Arizona Education Reform Plan.

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Key Steps to Building a Communications & Outreach Strategy

What is “Communications and Outreach?”

Traditionally, communications and outreach refer to strategies used to educate, engage and involve specific stakeholder groups around an agenda or mission. *Communications* is the development and delivery of a compelling message to critical audiences; *outreach* is the means by which you reach and deliver your message to those critical audiences.

Beyond the “external” communications described above, states also need to think about “internal” communications strategies. While it is critical that states have a plan for reaching out to key stakeholders to build support for their education reforms, they also need to have a plan for communicating across and within agencies internally to ensure a cohesive delivery.

Developing a communications and outreach strategy takes work and planning but is well worth the effort. Many worthwhile policy reforms suffer setbacks because supporters think their work is done once the policy is passed. In fact, while policies are being implemented is when the work of communications and outreach really begins. Building a coherent and compelling message that aims to change the way individuals view education in your state requires the commitment of strong leaders, a readiness to use trial and error until you find the right message that can stick, and acceptance that communications and outreach is work that is never over and needs constant refinement and re-engagement. Without a strategic communications and outreach plan, too often you are forced to react to opposition, spending too much time and effort playing defense rather than making your case.

This document seeks to layout the key steps states should take as they develop or refine their own communications and outreach strategies, with a specific focus on strategies aligned to support the policies of the college- and career-ready agenda.

Step 1: Lay the Groundwork

Before you can begin building support for your agenda, you need to set priorities to anchor that agenda and set goals for your communications and outreach strategy. For example you should:

Assemble your core communications team. Perhaps an obvious first step, but an important one, is to assemble the core communications team of people you will need to develop, gain support for and promote the college- and career-ready policies such as the Common Core State Standards and rigorous graduation requirements. Often communications efforts in the policy development stages initially are housed in the state department of education or governor’s office, but draw team members from other public agencies or even from outside the government. While having a compact team makes sense early on as states develop their initial communications and outreach plan, over time you want to make sure your core communications team includes, at a minimum, representatives from the governor’s office, the state education agency, and the postsecondary and business communities.

This team may overlap with the network of individuals working across agencies to adopt and implement the reforms and are natural leaders for any statewide coalition you build. Having these groups share the same people is important, but not as important as them all sharing the same mission and core messages.

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Key Steps to Building a Communications & Outreach Strategy

Develop organizing principles. Every organization, no matter how large or small, how formal or informal, needs an organizing structure to set objectives, scope, roles and responsibilities, measurements for success and basic governance. The organizing principles for your core team will serve as a reference point for answering procedural questions, guiding your communications plan, and keeping the ball moving forward.

Set your goals and timeline. Extreme clarity in your goals and timeline will be critical to your success. That's because at different times, different audiences will be priority communications targets – in particular when aligning a communications strategy to the implementation of rigorous college- and career-ready expectations. Consistently successful campaigns focus on their goals and timeline and building targeted communications strategies around them. You must be clear in your mission if you are to stay on the path to success.

Step 2: Evaluate Resources and Create a Budget

While certain communications and outreach activities cost money, many do not. You can do a lot with very little, and if you have more, you can augment your efforts with smart investments in communications channels that will give your education reform agenda greater exposure. Knowing what you can and cannot do, and thinking through a few key issues before you start to spend, can help you make the most of the dollars you have.

Review Existing Resources: Before committing to any activities or initiatives, you should take a look at the existing resources you have at your disposal, including existing state departments of education's communications budget and staff, in-kind contributions of staff and other resources from members of the college- and career-ready reform team, and other materials (i.e. internet access, space on the governor's homepage, etc.)

Set a Budget: After you consider the activities you could undertake and understand the reasons that you want to take them, you should set a budget. The budget could be as sophisticated as having hard dollar numbers next to all the activities you want to undertake or as simple as outlining the percentage of your budget you want to spend on certain activities versus others. The key is to have a point of reference for your spending decisions for the planned earned, paid and/or social media – and then to work against that budget and account for what you actually spend.

Look for Outside Resources: States should consider looking to state and local philanthropies to support communications campaigns or other activities. States that can demonstrate what they have done already with no, or a low, budget, may be well positioned to find small start-up funds to get a larger campaign off the ground.

Step 3: Develop a Communications and Outreach Plan

Once you have developed your team, established your priorities, evaluated your resources, and set a budget, it is time to put the pen to paper and start drafting a communications and outreach plan. There are a number of key issues to address moving forward:

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Key Steps to Building a Communications & Outreach Strategy

Identify Key Leaders: States need to identify an individual or agency to take the lead on developing – and even implementing – the plan, ideally someone involved in the college- and career-ready reform team, described above. Ownership of the plan is important in ensuring that it is a living, breathing, and not an underutilized, document and the best way to ensure strong ownership is by identifying a person or organization responsible for its success. However, this is not to say any one person or organization should create a communications and outreach plan on their own. There should be opportunities for feedback and vetting, among key supporters and other state or national communications experts.

Coordinate Internal Communications: You should begin your communications plan by recognizing that communicating internally – among yourselves and your team members – must be where all efforts start. No campaign can be successful unless its own members and supporters are focused, energized and activated to help communicate the campaign's key themes and messages. Once you have secured the understanding and support of your internal team, you can move your communications to the external audiences that you want to inform and/or influence.

Build a Plan: Quite literally, a communications plan is a plan that outlines the specific state strategies for communicating about and building support for the college- and career-ready agenda. Any communications plan must include:

- **Goals & Intended Outcomes:** What are the state's goals and anticipated outcomes around the college- and career-ready agenda (i.e. maintain support and increase awareness of common standards and assessments; increase public awareness of state-developed college and career planning resources)?
- **Key Audiences:** Who are the target audiences/groups you want to engage around the reform, including both hard and soft supporters (i.e. those you can always count on and those who are engaged, but to a lesser degree)? Who do you need to have in your tent to make progress on the agenda?
- **Key Messages:** What are the three key messages you want to convey to all stakeholders (i.e. "we need to ensure all students graduate ready for college, careers and life") and what are the additional messages, building on your key three, that you may want to use with specific audiences (i.e. "taking a more rigorous curriculum in high school is the first step towards getting a college degree and a good job, with opportunities for advancement" to students; "By ensuring more students go on to earn a postsecondary degree, we can improve our state's economic competitiveness" to business and political leaders)?
- **Communication Channels & Activities:** What communications channels do you plan to use to deliver the message (i.e. earned media, paid media, PSAs, social networks, etc.)? What other activities are worth investing in order to reach key audiences (i.e. state and local roundtables, forums or press conferences)? What types of advocacy materials should you create (i.e. brochures, fact sheets, etc.)?
- **Targeted Outreach:** How will you use the various channels to target your key three messages to specific audiences (i.e. Web-based media to target students; radio-based media to target parents, etc.)?
- **Timeline:** Communications and outreach plans often include various phases of work to ensure a smooth roll out of messages, materials and targeted outreach, aligned with major policy development and

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Key Steps to Building a Communications & Outreach Strategy

implementation milestones. It is important to think through the various stages of the campaign at the onset, and plan and budget accordingly.

Strategies to Sustain the Reform: In most cases, communications and outreach plans focus on what needs to be done to have a policy adopted. All too often, that is where state efforts end, which can lead to a breakdown of support during the phase-in period before the policy is actually implemented. States need to incorporate strategies for maintaining support AFTER reform is passed to ensure a smooth implementation and pave the way for a sustainable reform.

Step 4: Put Your Plan into Action

Now that you have your core communications team, budget and plan organized, it's time to put it into action. With strong leadership, coordinated messages and an actionable plan for moving forward, it's time to ramp up outreach, figure out what's working, retool what isn't working, and keep an eye on what it will take to ensure your reform is adopted and implemented with fidelity and sustained over time. States should:

Build a Broad Base of Support: One of the first actions a state should take as they begin implementing their communications and outreach plan is to develop a college- and career-ready coalition. While individual organizations or champions may be influential independently, when diverse groups – such as business and education leaders – collaborate and advocate as one, the effect can be exponential. Regardless of whether these stakeholders join together to form a single coalition, advocate from separate shops with a common goal and common message, or form a “coalition of coalitions,” having a broad base of supporters is a key element of sustainable reform.

The specific organization of the coalition of supporters is not nearly as important as its shared principles, clear and consistent voice, diversity of members, ability to reach and win over individuals at the state and local level, and well-defined leadership and governance structure.

Research to Support College and Career Readiness: At any point along the way, the state should consider conducting original research to understand what the public thinks about the college- and career-ready agenda, what messages resonate with different audiences and what communications channels are most effective at reaching different audiences. While research, such as a survey or targeted focus groups, is not cheap, it can save money in the long run by ensuring your efforts are efficient and effective.

Measure for Success: At key points along your timeline, you should review the intended goals of the plan and what has been achieved. As with communications activities, the metrics you choose can range from no to high cost. No matter what your budget, you should take the time at the beginning of your campaign to establish effectiveness trackers so that you can measure the strengths and weaknesses of your efforts. Particularly effective is an ongoing, repeatable analysis to capture important trends, such as media and Web tracking and regularly held effectiveness debriefs.

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Key Steps to Building a Communications & Outreach Strategy

Take the Long View: Coalition-building and outreach is work that is never done. Passing the policy is just the first step and implementation takes years. Leaders need to continually engage new stakeholders and, at times, re-sell the reform to already engaged or previously engaged stakeholders. With competing priorities – in education and other policy areas – it is imperative that you have ongoing outreach and communications strategies in place to maintain the level of public support necessary to sustain reform. This is particularly true around education reform as there is typically a delay between adoption and implementation, a time when communicating regularly is critical. In addition, after you campaign has been launched, it is worth taking the time to do a “campaign check up” to assess where your efforts stand in relation to its communications and outreach goals and identify changes and improvements to be made moving forward.



Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 5.

Subject: Reports & Updates

Submitted by: Debra Raeder-Gay
Associate Director
Governor's Office of Education Innovation

----- Background Information -----

Reports & Updates

- Arizona Department of Education
- State Board of Education
- Arizona Board of Regents
- Arizona Community Colleges Presidents' Council

Supt. John Huppenthal
Jaime Molera
Dr. Tom Anderes
Dr. Michael Kearns

The purpose of this agenda item is to receive reports and updates from education policymakers to learn about initiative(s) aligned with or supporting the work of the Council.

Questions to consider:

- What additional information is needed by the Council?
- What barriers or challenges exist in aligning these initiatives?
- What support can the Council provide?
- What further action is required by the Council on information presented?

Council Action

Requested: Determine if further Council action is required.

Attachments: Arizona State Board of Education Report – Jaime Molera
Arizona Community Colleges Presidents' Council Report – Dr. Michael Kearns

Arizona State Board of Education
Preparations for the Transition to the PARCC Assessments

At the its regular meeting on April 23, 2012, the Board will establish a plan and timeline to address key policy decisions necessary to transition to the PARCC Assessments. These decisions include:

- High Stakes High School Exam:
 - How to transition from AIMS to end of course assessments
 - Which end of course assessments should comprise the high stakes requirement
 - Which cohort will be required to meet the PARCC requirements as opposed to AIMS
 - Will high stakes cut scores represent Grade 10 or College/Career readiness
- Accountability
 - How to address the break in trend lines that will begin in 2015 (measuring academic growth)
 - How to manage the overall impact of the more rigorous assessments on the school accountability system (A-F system)
 - How will the PARCC assessments impact the new teacher/principal evaluation systems
 - How will the PARCC assessments impact the Move on When Reading initiative
- Computer-based Assessments
 - What is the current readiness in Arizona to manage computer-based assessments
 - Can Arizona be prepared by 2014-2015
 - If not, what are the options
- Norm-referenced Test (NRT) requirement:
 - Current law requires the statewide administration of an NRT (presently the SAT 10). Can the PARCC assessments fulfill this requirement
 - Current “dual purpose assessment” model will not be possible with PARCC
 - If PARCC cannot meet the NRT requirement assessment costs will increase
- Expectations
 - How to ensure the PARCC assessments are meaningful to higher education
 - How to manage public and political expectations

Preliminary Report
Arizona Community Colleges
Support of
Arizona 2010 Standards Implementation

At its March 30th meeting, Education Articulation Task Force (ATF) community college and university representatives present were asked about efforts to integrate Arizona 2010 standards into teacher preparation and/or pre-education programs. The Education ATF meeting agenda included substantive time for discussing the vision for teacher education in Arizona using guiding questions such as:

- What changes are taking place in K-12 education?
- What are the implications for teacher education curriculum?
- What is the future of our discipline?

In addition, the following presentations were included on the agenda:

- Partnership for Assessment of Readiness for College and Career
 Roberta Alley
 Deputy Associate Superintendent for Assessment & K-12 Lead for PARCC in AZ
 Arizona Department of Education
- Common Core State Standards
 Val Angus
 Professional Development Specialist
 Mesa Public School

A number of community college districts have begun the process of integrating 2010 Standards (math and English Language Arts) into education courses offered as part of transfer (pre-education) programs. Community college education courses intended for transfer are typically modified to reflect university changes in teacher education curriculum. Districts offering post-baccalaureate teacher education programs also report they are in the process of modifying programs to reflect revised standards.

Maricopa Community College District's collaborative efforts with ASU illustrate the connection between community college and university work around teacher preparation. As reported by MCCD, ASU is making significant changes to its Bachelor of Arts in Education (BAE) degree that will have an impact on Maricopa's Associate in Arts, Elementary Education (AAEE) degree. In order to ensure a smooth transition for students, a small task force has been formed with representatives from both institutions' teacher education programs. The task force is charged with making recommendations for how to retain the existing AAEE lower division requirements while at the same time ensuring that Maricopa students who transfer to ASU will have appropriate academic preparation. The work of the task force is not yet complete, but their recommendation will likely result in modifications to the course requirements specified in the Maricopa-

ASU Pathways Program (MAPP) for the several MAPPs that lead to education degrees within the Mary Lou Fulton Teachers College.

Another ASU project that impacts lower division preparation for teacher education programs is the Teaching Foundations Project. This project focuses on increasing the rigor of 40 lower division content courses for teacher preparation programs through enhancing existing content area courses or developing new content area courses. Numerous Maricopa faculty members have participated in the project by being members of discipline steering teams, developing enhanced course materials for specific courses, collaborating on new course development, and piloting the courses within their classrooms.

The following report outlines the response of districts attending the meeting.

AZ Western College – is moving forward to establish cohort models and contacting ASU about using their products (Teaching Foundations courses.)

Central Arizona College – is talking about the existence of common core standards and participating in county superintendent meetings with K12 leaders. CAC also has a representative participating in state meetings.

Cochise Community College – has begun to introduce pre-education students to the common core standards.

Coconino Community College – is in process of creating a strategic plan for the next 3 years around its teacher education program.

Eastern AZ College – is working with NAU, and going to the monthly superintendent meetings. Faculty are including a discussion of common core standards in Intro to Education classes.

Maricopa Community College District - In November 2011, Education faculty members hosted Dr. Suzie DePrez, Assistant Superintendent from Mesa Public Schools to present an overview on the Common Core Standards (CCS). The purpose of this session was to learn more about CCS and to discuss the implications teacher education courses at the community college.

In February 2012, Jan Amator, Deputy Associate Superintendent, Educator Excellence Section, Arizona Department of Education, presented to faculty members information on the new *Arizona Framework for Evaluating Educator Effectiveness*. The goal of this session was to begin to identify what changes or adjustments needed to be made in education courses to best prepare future educators.

Education faculty members have organized a Dialog Day for April 13, 2012. The purpose of the session, *Common Core State Standards: What Teachers and Teachers of Teachers Need to Know and Do is to*

- Inform MCCCDC faculty members about the newly adopted Common Core State Standards for K-12 education in Arizona
- Provide opportunity for faculty to discuss implications of the impact of the Common Core State Standards for teaching future teachers and to work on implementing those implications into instruction

Northland Pioneer College- is continuing to review the new Common Core Standards for K-12. The college has two faculty, one each in Mathematics and English, active with the standards and PARCC both within the state and nationally. The college is reviewing its teacher preparation curricula to assure the new standards are well represented in Education, Mathematics, and English to be certain future teachers are prepared to teach to the new Common Core Standards.

Mohave Community College- has begun integrating the common core standards into the pre-education and English and Math courses.

Pima Community College-is making changes in methods courses for their post baccalaureate teacher education program.

Yavapai Community College – is starting to integrate common core standards into pre-education courses.

It also warrants mentioning the National Science Foundation recently awarded an \$8.7 million grant to fund a 5-year project in which three of the Maricopa Community Colleges – Scottsdale (as the lead), Glendale and Chandler-Gilbert, will create and deliver professional development workshops for middle school teachers to support their knowledge about the teaching of mathematics.

The project, “Promoting Excellence in Arizona Middle School Mathematics: Increasing Student Achievement through Systemic Instructional Change,” will focus on developing teachers’ deep understanding of the big ideas of middle school mathematics. Teachers will be supported in shifting their thinking about math as a set of skills and procedures to thinking about math as a collection of well-connected ideas that anchor their curriculum and instruction.

Since 2003, math professors from Scottsdale CC and Chandler-Gilbert CC have provided professional development workshops to over 260 in-service teachers at eight school districts statewide, impacting over 10,000 students. The funding for these workshops, now totaling approximately \$2 million, came from the US Department of Education and the Arizona Department of Education.

The new NSF-funded partnership will involve 300 in-service middle school math teachers, 32 middle school math teacher-leaders, 40 middle school administrators and 140 pre-service middle school teachers (current education majors at the community colleges). The partnership will impact a total of 24,000 students in grades 5-8.

Teachers and administrators will be engaged in workshops that emphasize conceptual understanding, computational fluency, and problem-solving skills for students. The project will help teachers connect what they learn in the workshops with their classroom practice.



Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 6.

Subject: Review & Discussion: Council Taskforce Reports

Submitted by: Debra Raeder-Gay
Associate Director
Governor's Office of Education Innovation

----- Background Information -----

The purpose of this agenda item is for the Council to monitor the work of the taskforces and to provide input and guidance based on these updates.

- Merl Waschler, Chair of the Graduation/Drop-out Prevention Taskforce, will report on April 6, 2012 meeting. Discussion topics included: review of Council goals/strategies; dropout recovery legislation; review of data/metrics; and identifying strategies for dropout prevention. Mr. Waschler will discuss the next steps identified by the taskforce for their work.
- Dr. Craig Barrett, Chair of the K-20 Funding Taskforce, will report on the March 23, 2012 meeting. Discussion topics included: Charter school funding; and more detailed information/discussion on: K-12 funding; the ABEC funding reform plan; the education funding ballot initiative; and Arizona's proposal to participate in NGA's Policy Academy Reallocating Resources for High Academic Performance. Dr. Barrett will discuss the next steps identified by the taskforce for their work.
- To help the Council meet all of its goals there is a need to establish a Baccalaureate Degrees Taskforce. The desired outcome for this taskforce will be to continue the pipeline discussions started by the State Board of Education and the Arizona Board of Regents in order to increase baccalaureate degrees.

Questions to consider:

- What are the obvious challenges or barriers to your work?
- What type of guidance or input would be helpful from the Council?
- Can you estimate your timeframe for developing recommendations for the Council to consider?

This is an action agenda item.

Council Action

Requested: Determine if further Council action is required to support work of taskforces.
Motion to establish a Baccalaureate Degrees Taskforce.

Attachments:



Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 7.

Subject: Council Comments & Next Steps

Submitted by: Debra Raeder-Gay
Associate Director
Governor's Office of Education Innovation

----- Background Information -----

The purpose of this agenda item is to provide Council members with an opportunity to:

- Re-address previous agenda items
- Request future agenda items
- Provide direction to staff

Questions to consider:

- Is there something on the agenda that still requires discussion or additional comment?
- What topics should be included on future agendas?
- What do you need from staff?

Council Action

Requested: Provide input/direction regarding current and future agenda items.

Attachments: None.



Arizona Ready Education Council Meeting April 9, 2012

Agenda Item No. 8 & 9.

Subject: Call to the Public & Adjourn

Submitted by: Debra Raeder-Gay
Associate Director
Governor's Office of Education Innovation

----- Background Information -----

Agenda Item No. 8 – Call to the Public

The purpose of this agenda items is to provide Council members an opportunity to hear public comment. *Comments not specific to agenda items, according to open meeting laws, may not be addressed by the Council.* In order to ensure that all individuals desiring to speak during the public comment period are properly acknowledged, a "Request to Speak" information sheet must be completed and submitted to staff. Comments are limited to three minutes.

Agenda Item No. 9 – Adjourn.

Next meeting of the Arizona Ready Education Council is scheduled for **Thursday, May 17th, at 10:00 a.m.**

Council Action

Requested: Determine if public comments warrant further Council review or action.

Attachments: None.